DOCUMENT RESUME

ED 285 971 CE 047 683

AUTHOR Zhengqing, Cheng
TITLE An Outline of Vocational-Technical Teacher Training in China. Country Paper--People's Republic of China.
PUB DATE May 87
NOTE 8p.; Paper presented at the Regional Workshop on Technical/Vocational Teacher Training (Chiba City, Japan, May 11-22, 1987).
PUB TYPE Reports - Descriptive (141) -- Speeches/Conference Papers (150)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Educational Needs; Foreign Countries; Higher Education; Inservice Teacher Education; Preservice Teacher Education; *Teacher Education; Teaching Methods; *Technical Education; *Vocational Education Teachers
IDENTIFIERS *China

ABSTRACT

In China there are two kinds of teachers in skilled worker schools. One is the theory teacher who teaches general knowledge courses, basic technical courses, and specialized technology. The other is the production practice instructor who teaches basic skill and comprehensive competence in the production process. Teachers in skilled worker schools come from three sources: university or college graduates, most of whom are theory teachers; outstanding graduates from skilled worker schools; and technical personnel and experienced workers from industry. There are about 84,000 theory teachers and 18,000 instructors in the skilled worker schools. The ratio of the theory teachers to students is 1:12 to 1:18, and the ratio of practice instructors to students is 1:16 to 1:22. Most of the technical teachers did not receive special training for vocational-technical education, so there is room for more training. There are three approaches to technical teacher training. Teachers' colleges should be the base of technical teacher training. Advanced vocational-technical training centers and senior skilled worker schools should be the base of practice instructor training. Technical teacher training is more difficult than theory teacher training; more centers for this type of education are needed. Inservice teacher education can be accomplished through regional refresher schools, correspondence courses and television education programs, cooperative teacher research activities, and strengthening of the relationship between school and industry. (KC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED285971

Country Paper

ADB-APSDEP-JAPAN REGIONAL WORKSHOP ON TECHNICAL AND VOCATIONAL TEACHER TRAINING

COUNTRY PAPER - PEOPLE'S REPUBLIC OF CHINA

Cheng Zhengqing

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☒ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Zhengqing

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

CE047683

This paper is circulated as submitted by the author. The views expressed are those of the author and do not reflect the policies of the organizers of the Workshop.

BEST COPY AVAILABLE

APSDEP

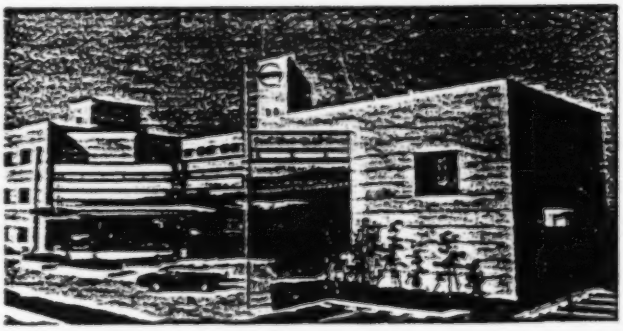
MOL

REGIONAL WORKSHOP

ON

TECHNICAL/VOCATIONAL TEACHER TRAINING

(11-22 May 1987 : Chiba City, Japan)



Organized by the Asian Development Bank, Manila, Philippines in association with the Asian and Pacific Skill Development Programme (APSDEP) and the Government of Japan

An Outline of Vocational-technical teacher training in China

The construction of Vocational-technical teaching staff is directly related to the size and speed of the development of vocational-technical education and the training quality. It is also a measure to run vocational-technical education well.

The vocational-technical education in China consists of: primary, middle and senior grades. But most of the vocational training in China is in the middle grade. In this grade, there are three kinds of schools: secondary specialized school, skilled worker school and vocational school. These schools take the responsibility to cultivate middle grade technician, foreman, and skilled worker respectively.

Here is a brief survey of technical teachers in skilled worker school (The situation in other school are, in some extent, quite similar).

I. The classification of teachers in skilled worker school.

In China, there are two kinds of teachers in skilled worker school. One is theory teacher who teaches general knowledge course, basic technical course and specialized technology. The other one is production practice instructor who teaches basic skill and comprehensive competence in the production process.

Because the aim of these schools is to cultivate skilled workers, so the requirements to these teachers are quite different from teachers working in general schools. These technical

teachers are expected to have the ability to integrate theory with practice, i.e. the instructor must be able to run some specialized technology course and the theory teacher must realize the process which occurs in the workshops and master some operative skills.

II. The source of teachers in skilled worker schools.

1) University or college graduates (from normal or polytechnical university, institute and college).Most of them act as theory teachers.

2) Outstanding graduates from skilled worker school.

As they have learnt both theory and practice skill systematically during the school period, so they have been provided with basic prerequisite of being theory teacher or practice instructor. If possible, we usually arrange them to attend some pre-training beforehand. In the training they can learn some pedagogy and methodology course and reinforce their original knowledge and skill as well.

3)Technical personnel and experienced worker from industry.

According to their speciality, they can be assigned as theory teacher or instructor. Some of them are transfered to the school as a full-time teacher, and the rest are invited as a part-time teacher.

Thus we have a table as follow:

BEST COPY AVAILABLE

Post / Source	Theory teacher: General Course	Theory teacher: Basic Technical Course	Theory teacher: Specified Technology	Instructor
University or college graduates	*	*	*	
Skilled worker school graduates		*	*	*
Technical personnel		*	*	
Senior skilled worker				*

III. The status quo of the teacher in skilled worker school.

There are about 900,000 students in skilled worker school all over China. There are about 84,000 theory teachers and 18,000 instructors in these schools. According to the stipulation, the proportion of the theory teachers to enlisted students is 1:12 ~ 1:18, and the proportion of pratice instructors to students is 1:16 ~ 1:22. So the amount of theory teachers is higher while the instructor is lower than the amount required.

On the other hand, most of these technical teachers didn't get the special training for vocational-technical education, so there is still room for improvement. We must pay more attention to technical teacher training, especially the instructor training.

IV. The approach to technical teacher training.

1) The vocational-technical teacher's college should be the base of technical teacher training. It mainly cultivates teachers for technical course and specified technology course in skilled worker schools.

In addition to complete theoretical courses, students are required to master some related skills

Besides enrolling secondary school graduates, the college also recruitts some skilled worker school graduates, they could be trained as instructors.

2) To give full play to the general higher colleges and teacher's colleges.

Recently many polytechnical colleges and teacher's colleges have set technical teachers classes. Its training aim and curriculum are basically similar to that in vocational-technical teacher's colleges to meet the demand of teachers.

3) Advanced vocational-technical training centre and senior skilled worker school should be the base of practice instructor training.

Instructor training is quite difficult, it needs more time and more facilities than theory teacher training. Many training department and training centre are probing the best way to train instructor effectively and efficiently.

Some advanced vocational training centre have been set up to do this job. Trainees can get opportunity to upgrade their skills and learn some pedagogy and methodology for their carrer.

V. In-service training.

1) Set up and strengthen regional refresher school.
These schools take the responsibility to conduct some short term training classes for both theory teacher and instructor.

2) Correspondence course and TV education programme.
It is an easy way for teachers to improve themselves. Now both Shanghai and Tianjing A.V.T.C. are planing to make video programme and other media to meet the training needs in different aspects.

3) Develop teaching research activities.
Teachers are asked to come together to study teaching methods, exchange teaching experience and discuss new problems in teaching process.

4) Strengthen the relationship between school and industry.
To invite technical personnel and skilled workers from industry to give lectures about new technology and development tendency. It is useful for teachers to know the present training needs.